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ABSTRACT

To evaluate the implementation of the Bilingual Education and English as a Second Language (ESL) programs, the Houston Independent School District (Texas) studied the participation and academic achievement of limited English proficient (LEP) students who participated in these programs in the 1995-96 school year. The Fall 1995 database reported 56,269 LEP students in the district's bilingual education program. Of that number, 57% were classified as bilingual education students, and 28.7% were classified as ESL students. The great majority of these students were Spanish speakers (95.3%). The remaining 14.3% were enrolled in all-English classes. In general, achievement scores of LEP students in English increased over the scores of the previous year in reading (58.4% to 58.9%) and mathematics (50.9% to 63.5%) and declined in writing (83.7% to 80.5%) during the 1995-96 school year. Recommendations address curriculum development, staff development, text adoption, instructional materials, data collection, and other instructional and administrative issues. A particular concern will be providing support to LEP students whose native language is other than Spanish. One appendix contains the evaluation form used in site visits to the 11 schools studied in detail, and the other describes the site visits themselves. (Contains 1 figure, 11 tables, and 28 references.) (SLD)

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ED 405 444

RESEARCH

Report on Educational Programs

An Evaluation Report from the Department of Research and Evaluation

Bilingual Education and ESL Programs 1995–96

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Houston Independent School District

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Executive Summary

Bilingual Education and English as a Second Language Programs: 1995–96

Program Description

In 1973, the State of Texas officially provided state funding for Bilingual Education enabling schools to operate programs using a dual language approach to teaching. In 1981, Texas Senate Bill 477 extended mandatory bilingual and other special programs from kindergarten through the twelfth grade. In 1984, House Bill 72 further extended bilingual and special language programs to pre-kindergarten programs serving Limited English Proficient (LEP) children and children of low income families. To evaluate the implementation of the Houston Independent School District (HISD) Bilingual Education and English as a Second Language (ESL) program, this study reported findings on the participation and academic progress of LEP students who participated in Bilingual Education and ESL programs during the 1995–96 school year. In addition, site visits were conducted to interview ESL teachers and school administrators regarding their ESL programs. The following research questions were addressed:

1. What was the total number of LEP students enrolled in Bilingual Education and ESL programs in 1995–96 as compared to the previous year?

2. Which languages were spoken in the homes of LEP students in the district in 1995-96?

3. What number and percent of LEP students participated in HISD's standardized achievement testing program in 1995-96?

4. How did the reading, writing, and mathematics achievement test scores of Bilingual Education and ESL students in 1995–96 compare to results for the previous year?

5. What effective ESL program models, as described in current research, were observed in selected schools during the 1995-96 school year?

Findings

- The Fall 1995 Public Education Information Management System (PEIMS) data base reported 56,269 LEP students in the HISD Bilingual Education program. Of that number, 57% were classified as Bilingual Education students, and 28.7% were classified as ESL students. The remaining 14.3% were enrolled in All-English classes.

- Of the 56,269 LEP students, 95.3% listed Spanish as the language spoken at home. The second most prevalent language spoken at home in HISD was Vietnamese as reported by 2.1% of the students.

- Participation of LEP students in the standardized achievement testing program increased in 1995–96. The number of exemptions decreased substantially.

- From spring 1995 to spring 1996, English TAAS passing rates for Bilingual Education students increased in reading from 58.4% to 58.9%, increased in mathematics from 50.9% to 63.5%, and decreased in writing from 83.7% to 80.5%.

- On the Spanish TAAS from spring 1995 to spring 1996, passing rates for Bilingual Education students increased in reading and mathematics at each grade level.

- Preliminary results from the spring 1996 administration of the SABE to Bilingual Education students showed mean Normal Curve Equivalent (NCE) gains of 21.2 in reading and 10.3 in mathematics. Average scores were reported above grade level in reading for all grades, and in mathematics for all except Grade 8.

- English TAAS passing rates for ESL students increased from 30.0% to 31.8% in reading, from 21.5% to 33.6% in mathematics, and decreased from 29.3% to 23.1% in writing from spring 1995 to spring 1996.

- Site visits were made to ESL classrooms in ten HISD secondary schools and one elementary school as follows: Deady MS, Hartman MS, McReynolds MS, Waltrip HS, Madison HS, Scarborough HS, Anderson ES, Hogg MS, Burbank MS, Austin HS, and Lanier MS. The eleven schools visited throughout each administrative district implemented programs that exhibited a variety of program models as described in current research for teaching English as a Second Language. Each had a focus and philosophy which exemplified the district's movement to site-based management.

Recommendations

1. The passing rates of students in Bilingual Education/ESL programs on the English TAAS writing subtest declined in 1995-96. The recommendation is to focus on improving student performance in writing at all grade levels through curriculum development, staff development and instructional materials support.

2. The number of Vietnamese and other non-Spanish speaking students requiring special language services continues to increase in HISD. The recommendation is that personnel in schools with such students provide additional opportunities for primary language support for those students.

3. Site visits to selected schools throughout the district demonstrated that the eleven program models were consistent in the identification, placement, assessment, instruction, and evaluation of LEP students. The recommendation is that Bilingual Instructional Supervisors ensure that all campuses emulate these program models.

4. In 1995–96 there was a shift to greater participation of LEP students in HISD standardized testing program, but the rate of participation continues to be low. The recommendation is to continue the effort to increase participation of LEP students in standardized achievement testing, and continue to reduce the number of exemptions.

Bilingual Education and English as a Second Language Programs 1995–96

The Houston Independent School District (HISD) implemented a transitional bilingual program as mandated by the State Board of Education for educating Limited English Proficient (LEP) Students. According to the State plan, eligible LEP students received literacy skills in the first language and developmentally appropriate ESL. Theoretically, once the student attained literacy skills in the first language, the student was ready to acquire English. In HISD, the Multilingual Department offered a number of different instructional models to support elementary and secondary education.

This report addressed three goals: (1) to monitor the demographics of students in the Bilingual/ESL Education program; (2) to report the academic progress of those students; and (3) to describe effective instructional practices used in selected ESL classrooms throughout the district.

The Fall 1995 PEIMS data base reported 56,269 LEP students in the HISD Bilingual Education program. Of that number, 57% were classified as Bilingual Education students, and 28.7% were classified as ESL students. The remaining 14.3% were enrolled in All-English classes. In general, achievement scores of LEP students in English increased over the scores of the previous year in reading and mathematics and declined in writing during the 1995-96 school year. Recommendations address curriculum development, staff development, text adoption, instructional materials, data collection, and other instructional and administrative issues.

Introduction

Program Description

In 1973, the State of Texas officially provided state funding for Bilingual Education enabling schools to operate programs using a dual language approach to teaching. In 1981, Texas Senate Bill 477 extended mandatory bilingual and other special language related programs from kindergarten through the twelfth grade. In 1984, House Bill 72 further extended bilingual and special language programs to pre-kindergarten programs serving Limited English Proficient (LEP) children and children of low income families.

English as a Second Language (ESL) is a program focused on the development of the English language through the use of specific methods incorporating listening comprehension, speaking, reading, and writing skills.

Several Bilingual Education program models were used in the United States to teach LEP students:

- Language Maintenance Programs (students keep their native language),
- Enrichment Programs (students add a second language),
- Transitional Programs (students shift from first or home language instruction to English language instruction; with an early exit transition opportunity occurring after three program years, and late exit transition occurring after approximately five years of instruction),
- Two-way Bilingual (English-speaking and LEP students are grouped together, and instruction is provided in two languages), and
- Immersion (LEP students are instructed in English only).

HISD implemented a transitional bilingual program as mandated by the State Board of Education on May 11, 1991, under Texas Administrative Code (TAC) Chapter 89, Sub-chapter A., *State Plan for Educating Limited English Proficient Students.* According to the State plan, eligible LEP students received literacy skills in the first language and developmentally appropriate ESL. Theoretically, once the student attained literacy skills in the first language, the student was ready to acquire English language skills. In HISD, the Multilingual Department offered a number of different instructional models to support elementary and secondary education.

Bilingual classes were offered in elementary schools in HISD for students whose primary language was Spanish and who needed to develop their English language skills. The program provided limited English proficient students with a carefully structured sequence of basic skills in their primary language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the function of the primary language was to provide sequenced access to the curriculum until the students were fully functional in English. Instruction in the primary language assured student attainment of cognitive skills while learning English. A major component of the Bilingual Education program was the development of the students' self-confidence and positive identification with their cultural heritage.

ESL instruction was offered at both elementary and secondary levels in HISD for students whose primary language was other than English, and who needed to develop their English language skills. The program provided LEP students with an intensive program of English instruction in all subjects, focusing on the language arts (listening, speaking, reading, and writing) through the use of ESL methodology.

At the elementary level, an ESL endorsed instructor taught one or more classes of LEP students. This means that the students were taught in English all day or part of the day. To facilitate instruction, the teacher used visuals, manipulatives, interactive learning strategies, and the Whole Language approach to reading. At the secondary level, middle and high school students usually attended ESL classes for one or two class periods each day, depending on their level of English proficiency. Secondary schools also offered ESL content classes. The goal of ESL content classes was to allow students time to gain English proficiency while obtaining skills in their academic subject areas.

The 1995-96 District and School Profiles reported that 110 elementary schools offered full Bilingual Education and ESL programs. Of those, 21 elementary schools reported offering only Bilingual Education and 36 reported offering only ESL instruction. Eighteen elementary schools reported neither a Bilingual Education nor an ESL program. Out of 37 middle schools, 32 offered ESL programs, with four middle schools offering the full ESL and Bilingual Education program. Four schools reported neither one of the programs. In addition, 18 high schools provided ESL instruction, while two did not provide an ESL program. Among the alternative schools and programs, one offered a full Bilingual Education and ESL program, two offered Bilingual Education only, seven reported ESL only, and 20 reported neither a Bilingual Education nor an ESL program.

Budget and Funding Source

The State of Texas provided an allocation of 10% above the minimum foundation program for each day in attendance of students served in the bilingual or ESL program. Funding was allocated for expenditures such as salaries for teachers and administrators, supplies and materials for testing and instruction, contract personnel, curriculum, and professional development.

Purpose of the Evaluation Report

School districts receiving state funds for Bilingual Education and ESL are required to provide an end-of-year evaluation. This report addressed three goals: (1) to monitor the demographics of students in the Bilingual/ESL Education program; (2) to report the academic progress of those students; and (3) to describe effective ESL program models used in selected schools throughout the district. The following research questions were addressed:

1. What was the total number of LEP students enrolled in Bilingual Education and ESL programs in 1995–96 as compared to the previous year?

2. Which languages were spoken in the homes of LEP students in the district in 1995-96?

3. What number and percent of LEP students participated in HISD's standardized achievement testing program in 1995-96?

4. How did the reading, writing, and mathematics achievement test scores of Bilingual Education and ESL students in 1995–96 compare to results for the previous year?

5. What effective ESL program models, as described in current research, were observed in selected schools during the 1995-96 school year?

Review of Literature

A review of the literature investigated Bilingual Education programs throughout the country, and indicated that students with limited English proficiency typically received instruction in language arts (listening, speaking, reading, and writing), plus science, mathematics, and social studies in both the native language and English. After demonstrating proficiency in English, they entered the English instructional program. The debate continues regarding the benefits of "early" and "late" transition from Spanish to English instruction.

Cummins (1984) and Krashen and Biber (1988) supported the theoretical basis for Bilingual Education. Cummins found that a strong native language foundation can actually make the learning of English easier and faster. In addition, Hakuta and Gould (1987) reviewed research in bilingualism which confirmed that a strong primary language foundation enabled a student to make a more effective transition from primary language instruction to English.

A number of research studies focused on the length of time needed to be academically successful in a second language and the variables that influenced the academic achievement of language minority students (Collier, 1987, 1988, 1989, 1992; Collier & Thomas, 1988, 1989, 1991, 1992; Thomas, 1992, 1993, 1994). In U.S. schools where all instruction is in the second language (English), foreign students of English with no schooling in their first language generally take 7-10 or more years to reach age and grade-level norms of their English-speaking classmates. Students who have had 2-3 years of first language schooling in their home country before coming to the U.S. need at least 5-7 years to reach typical native-speaker performance. This pattern exists across many student groups, regardless of the particular home language that students speak, country of origin, socioeconomic status, and other student background variables. Research has shown that to achieve academic success, the most important student background variable is the amount of formal schooling students received in their native language (Cummins, 1981).

Non-native speakers instructed in a second language for part or all of the school day typically do well in the early years of schooling (kindergarten through second or third grade). However, from fourth grade through high school, when the academic and cognitive components of the curriculum become increasingly more difficult, students with little or no academic and cognitive development in their first language typically fall farther behind as they move into the upper grades. Many studies have found that cognitive and academic development in the first language has an extremely important and positive effect on second language schooling (Bialystok, 1991; Collier, 1989, 1992; Garcia, 1994; Genesee, 1987, 1994; Thomas & Collier, 1995).

The elementary school program that demonstrated the most success for the long-term academic success of language minority students, as measured by standardized tests, was two-way developmental bilingual education. Students in a two-way Bilingual Education program maintained grade level skills in their first language at least through the sixth grade, and reached the 50th percentile in their second language after 4-5 years of schooling in both languages. Program characteristics included: (1) integrated schooling, with English speakers and language minority students learning from each other, (2) the perception of students, parents and staff that it was a "gifted and talented" program, (3) equal status of the two languages, (4) increased parental involvement of both English-speaking and language minority students, and closer home-school cooperation, and (5) continuous staff development in such areas as language acquisition, cooperative learning, interactive and discovery learning.

Research also indicated high performance in well-taught bilingual programs that continued through at least sixth grade, with cognitive and academic development in the first language. These students reached the 50th percentile and maintained their academic performance at secondary level in academic classes taught in English. Students achieved significantly better in programs that taught language through cognitively complex academic content in math, science, social studies, and literature, emphasizing problem-solving, discovery learning, and a variety of

highly interactive classroom activities. The least successful program model for long-term academic success was the ESL pullout program in early grades. Although there appears to be little difference in programs during grades K-3, there were substantial decreases in achievement as students continued in the mainstream at the secondary level.

Recent research (Thomas & Collier, 1995) found that classes in schools that are highly interactive, emphasizing student problem-solving and discovery learning through thematic experiences across the curriculum, are likely to provide the kind of social setting for natural language acquisition to take place simultaneously with academic and cognitive development. Collaborative interaction, where meaning is discussed with classmates, is crucial to the language acquisition process, both for oral and written language development (Ellis, 1985; Enright & McCloskey, 1988; Freeman & Freeman, 1992; Goodman & Wilde, 1992; Swain, 1985; Wong, 1991).

For students who entered U.S. schools at the secondary level, where first language instructional support was not available, a number of program variables appeared to make a significant difference in the academic achievement of at least half of the language minority students. Effective program characteristics included: (1) second language taught through academic content; (2) focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities; (3) support for staff development emphasizing the use of students' prior knowledge, respect for home language and culture, cooperative learning, interactive and discovery learning, cognitive/academic development, and ongoing assessment using multiple measures.

Demographic studies show that more students immigrated to the United States during the last few years from Asian, Middle-Eastern and other non-Spanish-speaking countries, than they did just twenty years ago (Resource Center on Educational Equity, 1993). Current research in the field of teaching English as a Second Language highlighted the linguistic and ethnic diversity of LEP students in contemporary classrooms that required updated ESL methodologies that were different than those used in the past. Although Spanish remained the predominant first-language, ESL teachers employed innovative strategies that included using drama (Ressler, 1990), speech (Murphy, 1992), and writing (Perrotta, 1994) to facilitate development of a second language. Using cooperative learning (Calderon, 1989), and employing technology to support instruction (Wong, 1989; Jex, 1988) also proved to be effective with second-language instruction.

Methods

Study Design

This study included information concerning the number of LEP students eligible to participate in the Bilingual Education program, as well as their academic performance on achievement tests in both Spanish and English. This data was available on the PEIMS data base, the HISD student master file, and test scoring files. This evaluation report also presented effective practices for teaching English as a second language in HISD.

The Bilingual Education and ESL program evaluation used achievement data to compare results for LEP students from the 1994-95 to the 1995-1996 school year. The Texas Assessment of Academic Skills (TAAS) English version was administered to English-speaking students in spring 1995 and 1996. The TAAS Spanish version was administered to Bilingual Education students in the third and fourth grades in spring 1995. In spring 1996, the Spanish TAAS was administered to Bilingual Education students in grades three through six.

In addition, the Spanish Assessment of Basic Education (SABE) was administered to Bilingual Education students at those grade levels where no other Spanish test was available.

To describe effective ESL program models in HISD, eleven site visits were conducted in schools throughout the district. Schools were selected to represent different geographical areas. The principal in each of the schools supported the Bilingual/ESL Education program. A site visit form was developed after reviewing effective program models cited in the research. A copy of the Site Visit Form is in Appendix A. Site visits to classrooms throughout the district focused on excellence, including the classrooms of teachers selected as ESL teacher of the year in their schools. Instructional supervisors identified schools and classrooms that exhibited effective instructional programs.

Assessment Procedures

Houston ISD administered three assessment instruments to students in the Bilingual Education and

ESL program depending on their stage of development in the program: the English Language Assessment Scale (LAS), the Spanish Assessment of Basic Education (SABE), or the Texas Assessment of Academic Skills (TAAS), English or Spanish version.

Spanish-speaking students were tested with the Spanish TAAS or the SABE. In spring 1996, the TAAS Spanish version was administered to Spanish-speaking students in grades three through six to assess their mastery of the Texas Essential Elements. The SABE was administered to students in grades in which no other Spanish measure was available.

The SABE is a series of norm-referenced tests for Spanish-speaking elementary and middle school students. The SABE was designed to measure achievement in the basic skills of students who received their instruction in Spanish using state and district curricula. Spanish-language reference group norms permitted comparison of student performance with that of students having a similar language background. Although the SABE was administered in spring 1996, tape files were returned to the publisher for re-scoring in late summer 1996. Preliminary SABE scores for spring 1996 were provided by the test publisher, CTB MacMillan/McGraw-Hill.

Students in the transitional phase of the Bilingual Education program completed either a re-test of the English LAS or the TAAS English version in grades three through eight. Transitional students were those who attained basic literacy skills in the primary language, as evidenced by passing the Spanish TAAS reading subtest or by scoring at or above the 61st percentile on the reading section of the SABE, and by scoring a level 4 or higher on the re-test of the English LAS. Transitional students received instruction in ESL for the majority of the day with Spanish language support as needed.

Participants

The participants in this evaluation were the LEP students who received Bilingual Education and ESL program services during the 1995-96 school year. Participating students were enrolled in HISD and included on the PEIMS data base through October 1995. The achievement of those students was measured and recorded during spring 1996.

Data Analysis

The HISD Department of Research and Evaluation used frequency distributions to analyze the demographics of LEP students in English and Spanish. TAAS files provided the achievement test scores of Bilingual Education and ESL students. SABE scores were provided by CTB MacMillan/McGraw-Hill.

English TAAS results were used to indicate increases or decreases in the percent passing reading, mathematics, and writing from one year to the next. TAAS Spanish results were used to indicate the number and percent of students answering items correctly in reading and mathematics from one year to the next. The data was analyzed at three levels: the campus level, administrative district level, and total district level. Data was disaggregated by grade level for students participating in Bilingual Education and English as a Second Language programs.

SABE Mean Normal Curve Equivalent (NCE) scores were used to compare the performance of Bilingual Education students in reading and mathematics from spring 1995 to spring 1996. An NCE score of 50.0 represents grade level performance. By calculating the difference between the two scores, that is the change score from one year to the next, a gain or loss in reading or mathematics progress can be demonstrated. A change score of 0.0 would indicate normal progress.

To analyze effective ESL program models, observations and interview data were collected from each school using the Site Visit Form. The data was recorded for analysis. Narrative observations describing each site visit are in Appendix B.

Results

What was the total number of LEP students enrolled in Bilingual Education and ESL programs in 1995–96 as compared to the previous year?

Table 1.1 indicates that the Fall 1995 PEIMS file included 56,269 LEP students, which represented a 6.4% increase over the 1994-95 PEIMS total. In

Table 1.1: Number of LEP Students by Program and Year (Source: Fall PEIMS 1994 and 1995)

	94-95	95-96	Difference	
			n	%
Total LEP	52,870	56,269	3,399	6.4
Bilingual Ed.	28,785	32,077	3,292	11.4
ESL	15,390	16,130	740	4.8
All-English	8,695	8,062	-633	-7.3

1995-96, PEIMS reports indicated that 32,077 students participated in HISD's Bilingual Education program, an increase of 11.4% over the 1994-95 total. PEIMS reports showed 16,130 students enrolled in ESL classes in 1995-96, a 4.8% increase over the previous year.

Table 1.1 also indicates that fewer LEP students are being served in All-English classes. In 1995-96, there was a 7.3% decrease in the number of students in All-English classes when compared to the previous year.

Table 1.2 shows the distribution of Bilingual Education and ESL students by grade level. Most of the Bilingual Education students were enrolled in grades pre-kindergarten through five, while most of the ESL students were in grades five through ten. This is consistent with HISD's program which provided both bilingual education and ESL in elementary schools, and ESL instruction primarily in secondary schools. Students gradually moved from bilingual to ESL instruction as they progressed through elementary school.

Table 1.3 presents the distribution of Bilingual Education and ESL student by management district. About 30% of all LEP students attended schools in the East and Southwest districts. Almost 47% of the LEP students resided in the Southeast, North, West, and North Central districts. Since the Alternative District and Charter Schools have fewer students, low numbers are expected. Considering all other districts, the least number of LEP students attended schools in the South district.

Table 1.2: Distribution of LEP Students by Program and Grade Level (Source, PEIMS, Fall 1995)

Grade Level	Bil. Ed	ESL	All English	Total LEP	%
EE	4	0	46	50	0.1
PK	4,055	348	279	4,682	8.3
KG	5,452	537	385	6,374	11.3
1	5,641	610	611	6,862	12.2
2	5,157	612	711	6,480	11.5
3	4,865	794	760	6,419	11.4
4	3,503	964	597	5,064	9.0
5	2,597	1,187	624	4,408	7.8
6	625	2,103	788	3,516	6.2
7	123	2,110	729	2,962	5.3
8	52	2,042	654	2,748	4.9
9	1	2,354	846	3,201	5.7
10	1	1,224	455	1,680	3.0
11	0	772	312	1,084	1.9
12	1	473	265	739	1.3
Total	**32,077**	**16,130**	**8,062**	**56,269**	**100.0**

Table 1.3: Distribution of LEP Students by Program and Management District (Source: PEIMS, Fall 1995)

Management District	Total LEP	Percent of LEP
Northwest	2,221	3.9
Southeast	6,709	11.9
North	6,306	11.2
East	8,414	15.0
West	6,618	11.8
Central	2,293	4.1
Alternative	396	0.7
South Central	3,559	6.3
South	1,901	3.4
North Central	6,630	11.8
Southwest	8,240	14.6
Northeast	2,881	5.1
Charter	101	0.2
Total	**56,269**	**100.0**

Which languages were spoken in the homes of LEP students in the district in 1995-96?

Table 2 presents the distribution of LEP students by the language spoken at home. Of the 56,269 LEP students, 95.3% listed Spanish as their home language. The second most prevalent language spoken at home in HISD was Vietnamese as reported by 2.1% of the students. Other languages spoken frequently by LEP students at home in HISD were Laotian, Cambodian, Chinese, Korean, Japanese, French, and German. Each of these languages was spoken by less than 1% of the LEP students. Considering all languages, approximately 27% of the LEP students

Table 2: Number of LEP Students by Home Language Other Than English

Home Language	Number of LEP	Percent of LEP	Percent of Enrollment*
Spanish	53,602	95.3	25.9
Vietnamese	1,207	2.1	0.6
Laotian	12	0.0	0.0
Cambodian	90	0.2	0.0
Chinese	166	0.3	0.1
Korean	104	0.2	0.1
Japanese	27	0.0	0.0
French	32	0.1	0.0
German	30	0.1	0.0
Other	999	1.8	0.5
Total	**56,269**	**100.0**	**27.2**

*Total HISD Enrollment, 206,704 (Source: PEIMS, Fall 1995)

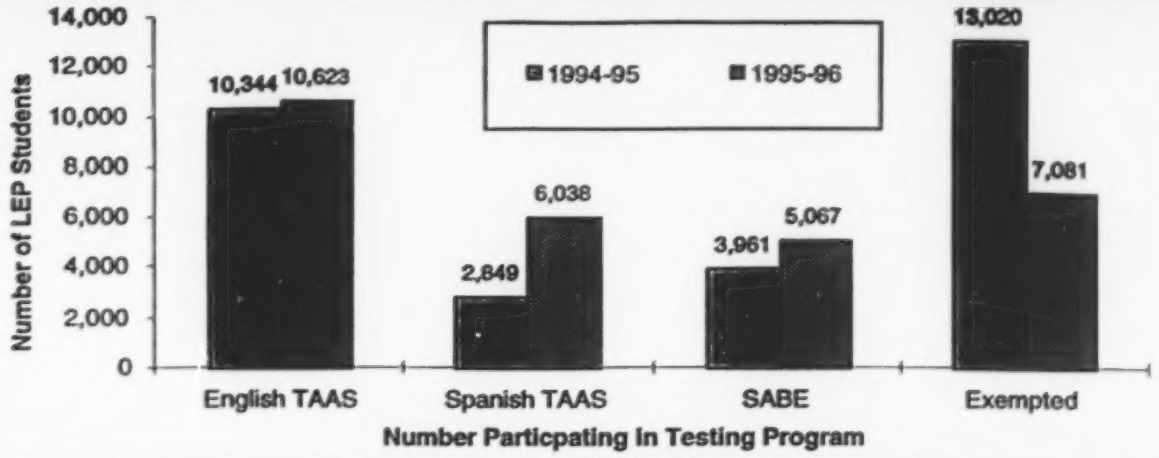

Figure 1: Number of LEP students participating in HISD's standardized achievement testing program in 1994 and 1995.

enrolled in HISD during the 1995-96 school year spoke a language other than English at home.

What number and percent of LEP students participated in HISD's standardized achievement testing program in 1995-96?

Figure 1 illustrates the level of participation of LEP students in HISD's standardized achievement testing program. This chart indicates that in 1995-96, more LEP students were assessed than in 1994-95, both in English and in Spanish, with the TAAS and the SABE. The number tested with the English TAAS increased by 2.7%, the number tested with the Spanish TAAS increased by 111.9%, and the number tested with the SABE increased by 27.9%. At the same time, the number of LEP students exempted from testing decreased by 45.6%.

How did the reading, writing, and mathematics achievement test scores of LEP students in 1995–96 compare to results for the previous year?

Table 3.1 shows the number of Bilingual Education students tested and percent passing the English TAAS reading, writing, and mathematics subtests in grades three through eight in spring 1995 and 1996 The English TAAS reading was administered to 1,458 Bilingual Education students, writing to 241 students, and mathematics to 1,471 students in spring 1996. Compared to the previous year, the number taking the reading subtest increased by 53.2%, writing by 26.8%, and mathematics by 57.8%.

Table 3.1: Bilingual Education Students Number Tested and Percent Passing English TAAS in Spring 1995 and 1996

	Spring 1995						Spring 1996					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
Grade	n	%	n	%	n	%	n	%	n	%	n	%
3	207	66.7	=	=	185	62.2	296	76.0	=	=	301	77.4
4	221	65.2	186	84.4	228	59.2	287	64.5	225	84.9	285	69.1
5	270	61.5	=	=	254	60.6	430	71.2	=	=	440	69.8
6	192	43.2	=	=	199	28.6	368	30.4	=	=	370	48.1
7	59	42.4	=	=	62	21.0	59	40.7	=	=	58	36.2
8	*	na	*	na	4	0.0	18	38.9	16	18.8	17	23.5
Total	952	58.4	190	83.7	932	50.9	1,458	58.9	241	80.5	1,471	63.9

= The TAAS was not administered in these subjects or grade levels.
* Fewer than 5 students tested.

Table 3.2: Bilingual Education Students Number Tested and Percent Passing English TAAS by Management District

District	Reading		Writing		Mathematics	
	n	%	n	%	n	%
Northwest	37	56.8	*	na	28	60.7
Southeast	23	82.6	*	na	27	70.4
North	228	65.4	39	87.2	230	70.9
East	417	45.3	53	75.5	419	54.4
West	119	70.6	17	94.1	123	78.9
Central	42	45.2	16	62.5	41	36.6
Alternative	20	65.0	*	na	19	63.2
South Central	48	45.8	*	na	49	49.0
South	65	63.1	*	na	67	62.7
North Central	172	66.3	52	86.5	178	65.7
Southwest	199	64.3	33	78.8	202	70.3
Northeast	87	66.7	19	89.5	87	73.6
Charter	*	na	*	na	*	na

* Fewer than 5 students tested

Overall, English TAAS passing rates for Bilingual Education students increased in reading and mathematics from spring 1995 to spring 1996, while passing rates in writing decreased. Reading rates increased from 58.4% to 58.9%, mathematics increased from 50.9% to 63.5%, and writing decreased from 83.7% to 80.5%.

The English TAAS was administered to Bilingual Education students in grades three through eight in spring 1996. In those grade levels, the highest passing rate in reading was 76.0% in Grade 3; the lowest passing rate was 30.4% in Grade 6. The passing rates in writing were 84.9% in grade four, and 18.8% in Grade 8. Students in Grade 3 demonstrated the highest passing rate in mathematics at 77.4%, while Grade 8 recorded the lowest passing rate with 23.5%.

Table 3.2 presents the number tested and percent passing for Bilingual Education students on the English TAAS by management district. Districts testing the most students were the East, North, Southwest, North Central and West. Districts testing the fewest students were Charter, Alternative, Southeast, Northwest, Central, South Central, South, and Northeast. Schools in the Southeast District recorded the highest passing rates in reading at 82.6%. Northeast District schools scored highest in writing at 89.5% passing. The highest passing rate in mathematics was 78.9% in the West District.

Table 3.3 describes the number of students tested, with the number and percent answering items correctly on the Spanish TAAS in spring 1995 and 1996 for grades three through six in Spanish reading and mathematics. In spring 1995, this instrument was field tested in the third and fourth grades. Spring 1996 was the benchmark year for third and fourth grade reading and mathematics, and it was the field test year for fifth and sixth grade reading and mathematics. The Texas Education Agency (TEA) was in the process of establishing passing standards for the test during these years. Therefore, rather than determining the number passed in reading or mathematics at a specific grade level, the number given represents the number and percent answering correctly 60%, 65%, 70%, or 75% of the items on the reading or mathematics test.

In general, on the Spanish TAAS from spring 1995 to spring 1996, scores increased on the reading and mathematics subtests at each grade level relative to the percent of items answered correctly. On the reading test, a majority of the students were able to answer at least 70% of the items correctly in the third grade. A majority was able to answer at least 60% correctly in the fourth and fifth grades. In the sixth grade, less than half of the students were able to answer 60% of the items correctly on the reading test.

On the mathematics test in spring 1996, a majority of students was able to answer 65% of the items correctly in the third grade. A majority of the students answered 60% of the mathematics items correctly in the fourth grade. In the fifth and sixth grades, less than half of the students were able to answer 60% of the mathematics items correctly.

Student performance on the Spanish TAAS by Management District is presented in **Table 3.4**. The Southwest District recorded the most students tested

Table 3.3: Number Bilingual Education Students Tested with Number and Percent Answering Items Correctly on the Spanish TAAS in Spring 1995 and 1996

		Met Minimum Expectations at Possible Standards							
Grade	Test	60% Items Correct		65% Items Correct		70% Items Correct		75% Items Correct	
		n	%	n	%	n	%	n	%
	Field Test Spring 1995								
3	Reading	2,052	66	1,745	56	1,421	46	1,248	40
3	Mathematics	1,910	61	1,615	52	1,302	42	999	32
4	Reading	904	50	726	40	551	30	391	22
4	Mathematics	874	48	697	38	590	32	444	24
	Benchmark Spring 1996								
3	Reading	2,636	72	2,309	63	1,932	53	1,697	46
3	Mathematics	2,377	64	2,102	57	1,859	50	1,570	43
4	Reading	1,075	56	920	48	773	40	620	32
4	Mathematics	1,078	56	941	49	811	42	638	33
	Field Test Spring 1996								
5	Reading	585	56	480	46	363	35	256	25
5	Mathematics	441	42	370	35	279	27	215	21
6	Reading	54	38	38	27	27	19	18	13
6	Mathematics	66	46	54	38	42	30	30	21

with 1,024 tested in mathematics. The Northwest District recorded 129 Bilingual Education students tested in Reading. Students in the West District recorded the highest passing rates in reading with 60.2% passing the test; students in the Northwest District recorded the lowest passing rates with 31% passing. Mathematics passing rates were highest in the Central District where 49.5% of the students passed; students in the Northwest District also recorded the lowest passing rates in mathematics with a 25.8% passing the test.

Table 3.4: Number tested and Percent Passing Spanish TAAS by Management District in Sprting 1996

	Reading		Mathematics	
District	n	%	n	%
Northwest	129	31.0	132	25.8
Southeast	855	44.1	860	37.4
North	802	46.9	815	36.9
East	997	35.9	1,002	34.8
West	530	60.2	533	47.8
Central	214	52.8	212	49.5
South Central	408	54.2	413	49.0
South	132	43.2	135	31.8
North Central	599	42.2	611	33.2
Southwest	1,002	50.1	1,024	41.7
Northeast	190	45.3	194	48.4
Total	**5,858**	**46.1**	**5,931**	**39.4**

Table 3.5 presents preliminary Spanish Assessment of Basic Education (SABE) mean NCE scores for Bilingual Education students in grades one through eight for spring 1995 and spring 1996. An NCE score of 50 represents grade level performance. Students were tested in Spanish reading and mathematics. Preliminary results for spring 1996 projected scores above grade level in reading at all grades tested, and above on-grade level in mathematics at all grades except Grade 8.

NCE gains for Spanish-speaking students were estimated in both reading and mathematics at all grade levels. The most substantial gain was in third grade reading where the NCE Gain was 48.0, increasing from an NCE score of 47.6 in spring 1995 to an NCE score of 95.6 in spring 1996. However, the number tested was small at that grade level, with 5 in 1995 and 9 in 1996. The highest gain in mathematics was in Grade 6, where the mean NCE score increased from 52.3 in spring 1995 to 73.5 in spring 1996.

Table 3.5: Estimated SABE Mean NCE Scores for Bilingual Education Students by Grade Level in Spring 1996 as Compared to Previous Year

Grade	Spring1995 Reading n	Spring1995 Reading NCE	Spring1995 Math n	Spring1995 Math NCE	Spring 1996 Reading n	Spring 1996 Reading NCE	Spring 1996 Math n	Spring 1996 Math NCE	NCE Change Score Reading Gain/ Loss	NCE Change Score Math Gain/ Loss
1	15	45.4	15	54.1	200	74.0	198	66.2	28.6	12.1
2	3,180	53.9	3,166	60.1	4,738	72.6	4,727	69.0	18.7	8.9
3	5	47.6	4	58.3	9	95.6	9	66.0	48.0	7.7
4	*	39.0	*	27.0	†	†	†	†	na	na
5	663	40.4	665	50.7	†	†	†	†	na	na
6	95	40.0	95	52.3	39	71.2	39	73.5	31.2	21.2
7	†	†	†	†	46	61.5	46	52.1	na	na
8	†	†	†	†	35	56.6	34	46.4	na	na
Total	3,961	51.3	3,948	58.3	5,067	72.5	5,053	68.6	21.2	10.3

† The Spanish Assessment of Basic Education (SABE) was not administered at these grade levels
* Fewer than 5 students tested

Table 3.6 shows the number of ESL students tested and the percent passing the English TAAS reading, writing, and mathematics subtests by grade level. Compared to the previous year, the number tested in reading increased by 7%, the number tested in writing decreased 13.7%, and the number tested in mathematics increased by 9.4%. Passing rates in reading increased from 30.0% to 31.8%, writing decreased from 29.3% to 23.1%, and mathematics increased from 21.5% to 33.6%.

On the reading subtest, the highest passing rate was 76.2% in Grade 3; the lowest passing rate was 14.6% in Grade 9. Fourth grade students achieved the highest passing rate of 84.8% in writing; the lowest passing rate was 12.1% in Grade 10. ESL students in Grade 3 achieved the highest passing rate of 75.5% in mathematics. In Grade 10, the passing rate was lowest at 8.1%.

Numbers tested and passing rates of ESL students on the English TAAS in spring 1996 by Management District are described in **Table 3.7**. More ESL students were tested in the Southeast District than in any other district, with 1,055 tested in reading. The Alternative and Charter districts tested the fewest ESL students, which may be expected since enrollment in those districts is much lower than in the other districts. Of the remaining districts, the Northwest District tested 110 in mathematics and 37 in writing.

Table 3.6: ESL Students Number Tested and Percent Passing English TAAS by Grade Level

Grade	Spring 1995 Reading n	Reading %	Writing n	Writing %	Mathematics n	Mathematics %	Spring 1996 Reading n	Reading %	Writing n	Writing %	Mathematics n	Mathematics %
3	173	72.8	†	†	168	66.7	202	76.2	†	†	200	75.5
4	258	65.1	280	76.8	266	53.8	226	70.8	184	84.8	232	75.4
5	333	56.2	*	na	338	55.6	357	63.3	†	†	363	66.1
6	1,025	36.8	†	†	994	18.7	1,344	25.6	†	†	1,351	36.0
7	1,132	25.8	39	12.8	1,113	11.5	1,406	31.9	46	19.6	1,399	24.5
8	866	19.2	806	19.6	843	10.0	1,284	22.7	1,200	16.4	1,287	22.5
9	227	18.9	7	28.6	17	0.0	185	14.6	*	na	*	na
10	657	13.4	657	22.8	661	17.9	66	16.7	66	12.1	74	8.1
11	424	16.3	425	22.6	398	13.3	387	19.1	376	17.0	345	18.8
12	193	36.8	178	41.6	147	35.4	200	32.0	191	23.0	160	40.6
Total	5,288	30.0	2,393	29.3	4,945	21.5	5,657	31.8	2,065	23.1	5,412	33.6

† The TAAS was not administered in these subjects or grade levels
* Fewer than 5 students tested

Table 3.7: ESL Students Number Tested and Percent Passing the English TAAS by Management District in Spring 1996

District	Reading		Writing		Mathematics	
	n	%	n	%	n	%
Northwest	111	41.4	37	35.1	110	40.9
Southeast	1,055	24.9	368	25.3	893	31.5
North	565	42.3	233	29.2	562	37.4
East	736	21.6	343	12.2	710	22.1
West	568	34.0	214	25.7	538	41.4
Central	213	31.5	96	22.9	230	33.5
Alternative	33	54.5	13	7.7	32	40.6
South Central	236	36.9	68	32.3	236	43.6
South	272	44.8	63	42.9	254	39.4
North Central	627	30.8	260	19.2	615	29.3
Southwest	968	30.9	295	19.3	962	32.7
Northeast	239	45.2	69	40.6	237	46.0
Charter	34	20.6	6	0.0	33	24.2
Total	5,657	31.8	2,065	23.1	5,412	33.6

Passing rates in reading ranged from 54.5 in the Alternative District to 20.6 in the Charter Schools District. Writing passing rates ranged from 42.9% in the South District to 0% in the Charter District. Passing rates in mathematics ranged from 46% in the Northeast District to 22.1% in the East District.

What effective ESL program models, as described in current research, were observed in selected schools during the 1995-96 school year?

Site visits were conducted at ten secondary schools and one elementary school; one school in each of eleven HISD management districts. The Site Visit Form included in Appendix A was developed after a review of the literature to focus on effective ESL program models and to collect consistent information during the site visits. All site visits were conducted during the 1996 spring semester. A narrative summary of the information collected is included in Appendix B.

These observations revealed differences in ESL programs that reflected the individual philosophies of the school principals and instructional styles of the teachers, as well as the diversity of the student population. Instructional Supervisors recommended campuses for site visits to represent different areas of the city and to reflect different teaching and administrative styles. Each of the schools implemented an ESL program using the strengths of the teachers and available resources to achieve maximum effects in the classroom. The eleven schools visited were: Deady MS, Hartman MS, McReynolds MS, Waltrip HS, Madison HS, Scarborough HS, Anderson ES, Hogg MS, Burbank MS, Austin HS, and Lanier MS.

Classrooms of effective teachers exhibited a print-rich environment with an abundance of visual aides focusing on current lessons. Teachers engaged the students with active learning techniques that provided numerous opportunities for speaking, listening, reading, and writing. Teachers used music and rhythm to stimulate participation, with audio tapes to support the lessons. A variety of instructional approaches were used including individualized instruction, whole group instruction, cooperative learning in small groups, computer technology, and a variety of audio and video aides.

Teachers recommended a number of computer software programs and video programs to support the ESL program. Many of these programs helped support students with a home language other than Spanish. Programs mentioned by teachers included: *Bilingual Writer*, *English Express* (ESL all levels), *Rosetta Stone* (includes translation in several different languages, and a video program for ESL called *Fast Forwarding English* (Level One) which includes videos and workbooks.

In addition to collecting information about effective program models used in the classroom, teachers provided insights and ideas about improving the Bilingual Education Program and ESL program throughout the district. A number of general observations and

suggestions from teachers and administrators cover topics including curriculum development, instructional materials, data collection procedures, and a variety of other ideas.

For example, several teachers indicated that it was time to update the ESL curriculum (scope, sequence, goals, objectives, curriculum development), especially the beginning level curriculum. Teachers suggested reconsidering the state adopted text, since Riverside provided a limited number of books per teacher per level, and some teachers felt that materials were too difficult for students at level 1 and level 2. Teachers requested high-speed, high-quality duplicators to support the ESL program so teachers can make copies of needed materials.

Teachers and administrators expressed a number of ideas and strategies to improve language development for language minority students. One was to provide more electives, like speech, where ESL students can develop their language skills. Another was to develop a core group of classes for ESL students to take, such as physical education, ROTC, dance, English, algebra, Spanish, speech and similar subjects. There was a suggestion to encourage home, school, and community communications through the development of a bilingual school newspaper or similar communication strategies. Other ideas included developing academic and cultural awareness programs such as an Hispanic Bowl to promote Hispanic heritage, knowledge, self-concept, and pride.

One teacher suggested providing more time (additional years) for students to achieve language proficiency by implementing a follow-up outreach program that would promote participation in GED, reading improvement, and similar programs. There was a recommendation to develop or provide computer labs especially for ESL reading and mathematics. There was a need expressed to provide parent training so parents can help teachers instruct students (homework help, etc.)

A number of schools expressed a need for additional staff development for teachers. A number of ideas were presented. For example, share materials and ideas between schools through a mini-conference for all ESL teachers and coordinators in elementary, middle, and high schools. Provide training for content area teachers to use ESL strategies for instruction. Provide classes in Spanish for Spanish-speaking teachers. Use incentives for staff development, or implement more required teacher training since voluntary training usually does not impact those who really need it.

Some schools reported ESL classes that were over-crowded, while other schools reported an inability to serve all their LEP students in ESL classes. Suggestions to remedy this situation included encouraging current staff to be certified in ESL, and recruiting more Bilingual Education/ESL teachers, including bilingual Special Education teachers. If possible, add more ESL teachers and classrooms in some schools to assure a student to teacher ratio of 20 to 1 for beginning and intermediate classes and for classes in content areas. More teachers and classrooms would make it possible to extend services to more LEP students who need ESL instruction.

The increasing number of older LEP students coming directly from foreign countries and speaking little or no English, prompted a recommendation to provide a bilingual education program in secondary schools, thereby extending bilingual education beyond the 6th grade, especially for students just entering the country who have no English language skills.

Since the number of Vietnamese and other non-Spanish speaking students continued to increase in HISD, teachers and administrators recommended providing additional opportunities for primary language support for non-Spanish speaking students. In some schools this could be accomplished by using bilingual aides to provide first language support in Vietnamese, Indian, African, Chinese, Cambodian, and other languages. Other suggestions included helping with pre-literate students, offering a Vietnamese bilingual education program, and purchasing more Vietnamese language materials and translations of English text adoptions in content areas.

Inaccurate PEIMS records for bilingual education and ESL students at some schools prompted suggestions concerning data entry procedures. One person responsible for LEP student data entry suggested organizing a network of LEP data entry clerks. The network organization could provide orientation for new clerks. It could conduct practical training in the use of SASI for those responsible for the accuracy of student records, including hands-on training in data collection, data input, information reporting, and PEIMS file maintenance. The network organization could hold monthly data entry support meetings, develop and circulate a telephone list of data entry clerks, and provide other on-going support as needed.

Limited access to computer equipment for LEP student file maintenance at some schools prompted administrators to recommend providing a computer dedicated to maintaining PEIMS records related to the status of LEP, bilingual education, ESL, and other students.

Some suggested that the transfer of records for LEP students occurred too late in the year. Consequently, LEP students in some schools were incorrectly scheduled into regular classes. This prompted the suggestion to review procedures for transferring records from elementary school to middle school, and from middle school to high school; to schedule the transfer process during the summer before classes are scheduled; and to verify schedules to make sure students are assigned to the correct classes before school starts.

Recommendations

1. The passing rates of students in Bilingual Education/ESL programs on the English TAAS writing subtest declined in 1995-96. The recommendation is to focus on improving student performance in writing at all grade levels through curriculum development, staff development and instructional materials support.

2. The number of Vietnamese and other non-Spanish speaking students requiring special language services continues to increase in HISD. The recommendation is that personnel in schools with such students provide additional opportunities for primary language support for those students.

3. Site visits to selected schools throughout the district demonstrated that the eleven program models were consistent in the identification, placement, assessment, instruction, and evaluation of LEP students. The recommendation is that Bilingual Instructional Supervisors ensure that all campuses emulate these program models.

4. In 1995–96 there was a shift to greater participation of LEP students in HISD standardized testing program, but the rate of participation continues to be low. The recommendation is to continue the effort to increase participation of LEP students in standardized achievement testing, and continue to reduce the number of exemptions.

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APPENDIX A
SITE VISIT FORM

Houston Independent School District
Department of Research and Evaluation
ESL Program Site-Visit Questionnaire: 1995-96

School Name: _____ Date of Visit: _____
School Contact Person: _____
Bilingual Education/ESL Supervisor: _____
ESL in grades: 6 7 8 9 10 11 12 Number of ESL Teachers: _____
Number of ESL students (est.): ____ Number of ESL classes (sections): ___

1. Student Assessment and Placement

Level	Assessment and Placement Criteria	Number of students at each level (estimate)?
Preliterate	Little or no school experience (not literate in English or Spanish)	
Beginning	Speaks little or no English (LAS 1)	
Intermediate	Has some oral English (LAS 2)	
Advanced	Has good oral English skills (LAS 3-4)	
Transitional	Is near oral proficiency in English (LAS 3-4-5) and in US schools for 3 or more years	

2. Program Description

How are ESL students assigned to teachers? language proficiency? grade level? etc.

How are students grouped for instruction? language proficiency? grade level? etc.

What is the role of the school counselor in the ESL program?

How is the ESL student's instructional program coordinated with the regular HISD curriculum?

3. ESL Course Offerings

Level	ESL Courses Provided
Preliterate	
Beginning	
Intermediate	
Advanced	
Transitional	

4. ESL Instructional Materials/Resources

Instructional Materials/Resources used:	Check
Riverside Oral Language Transition Program, System 3 (Gr. 6-8)	
Addison-Wesley High School ESL System	
Santillana ESL System, Bridge to Communication	
Spotlight/Prism Learning System	
Instructional Materials Resource Center	
Computer Assisted Instruction (CAI) Program	
Other:	

5. Recommendations to improve the ESL program:

6. Other Comments or Observations:

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Appendix B
Description of Site Visits: Spring 1996

Deady Middle School (Southeast District). The ESL program at Deady Middle School served grades 6-8, with 8 teachers, 11 ESL classes, and 253 students. One class of ten students was considered pre-literate. There were 125 beginning ESL students in 5 sections, 100 intermediate ESL students in 4 sections, and the remaining students were served in advanced and transitional classes.

Students were assigned to teachers and grouped based on their language proficiency. There were three counselors, one for each grade level, who scheduled students for testing. Students were clustered with their ESL group and taught by ESL teachers. They were mainstreamed in electives of art, music, computer, physical education, home education, and similar non-academic subjects.

Instructional materials and resources used by the school included the Riverside Oral Language Transition Program, System 3 (Grades 6-8), plus dictionaries and classroom sets of library books.

Hartman Middle School (South Central District). The ESL program at Hartman Middle School spanned grades 6-8, with 4 teachers and 160 students. The program for pre-literate students served 65 students. There were 15 beginning ESL students, 50 intermediate ESL students, with 15 advanced and 15 transitional students.

Students were assigned to teachers based on their language proficiency. Students were grouped for individualized instruction and continuous progress based on language proficiency. Counselors placed students at the appropriate instructional level, scheduled students into classes, and conducted Language Proficiency Assessment Committee (LPAC) meetings every Tuesday.

The instructional program focussed on Texas Assessment of Academic Skills (TAAS) objectives in reading and writing (in Spanish and English). Students practiced using items in the TAAS test format. They prepared for the Spanish TAAS and eventually the English TAAS. There were two pre-literate ESL classes, two beginning ESL classes, and intermediate, advanced, and transitional classes in ESL and reading.

Instructional materials and resources used by the school included the Riverside Oral Language Transition Program, System 3 (Grades 6-8), Addison-Wesley High School ESL System, materials from the Instructional Materials Resource Center, and computer assisted instruction programs. Two classrooms have one computer each for use by intermediate students.

McReynolds Middle School (Northeast District). The ESL program at McReynolds Middle School included grades 6-8, with 3 teachers, 12 ESL classes, and 130 students. One class of ten students was considered pre-literate. There were 47 beginning ESL students, 40 intermediate ESL students, and 29 advanced and 22 transitional ESL students.

Students were assigned to teachers based on their language proficiency within grade level. Students were grouped for instruction based on language proficiency or heterogeneous grouping. Counselors were responsible for student placement. The instructional program included language development for beginners. Teachers emphasized ESL scope and sequence for Essential Elements. Intermediate students concentrated on TAAS objectives. The advanced and transitional students followed a scope and sequence similar to regular education students.

Pre-literate students were served in a sixth grade self-contained, bilingual education class. Beginning, intermediate, Advanced and transitional students attended ESL and reading classes.

Instructional materials and resources used by the school included: Santillana ESL System, Bridge to Communication; the Computer Assisted Instruction (CAI) program English Express was highly recommended; Title I Spanish materials and English materials from the regular school program.

Madison High School (South District). The ESL program at Madison High School was implemented in grades 9-12, with 1 teacher, 5 ESL classes, and 85 students. There were 22 beginning ESL students, 22 intermediate ESL students, and 23 advanced and 15 transitional ESL students. No students were considered pre-literate.

Students were assigned to the teacher based on their language proficiency. Students were grouped

for instruction based on language proficiency. Counselors were responsible for assigning students to classes and checking records. It was reported that most of the students were immigrants. The ESL teacher tutored students for other classes.

Beginning, intermediate, advanced and transitional students attended ESL and reading classes on alternating days since the school implemented block scheduling. For example, beginning students attended ESL and oral language development on alternating days; transitional students attended ESL and TAAS preparation on alternating days.

Instructional materials and resources used by the school included: Addison-Wesley High School ESL System, Turning Points and In Good Company (for intermediate students).

Waltrip High School (Northwest District). The ESL program at Waltrip High School spanned grades 9-12, with 2 teachers and 170 students. There were 4 pre-literate students, 12 beginning ESL students, 16 intermediate ESL students, and 14 advanced and 78 transitional ESL students.

Students were assigned to the teacher based on their language proficiency. Students were grouped for instruction based on language proficiency. Counselors were responsible for testing, scheduling, LPAC meetings, and consulting. ESL students attended regular classes during a portion of the day. However, the ESL students were often not as involved in regular class activities as they could have been because they lacked sufficient proficiency in the English language.

Pre-literate and beginning ESL students attended classes in ESL and reading. Intermediate, advanced, and transitional ESL students attended classes in ESL, reading, and TAAS preparation in math and reading.

Instructional materials and resources used by the school included: Addison-Wesley High School ESL System, Turning Points, and McDougal-Littell Literature in Language.

Scarborough High School (Northwest District). The ESL program at Scarborough High School served grades 9-12, with 1 teacher and 57 students. There were 3 pre-literate students, 18 beginning ESL students, 17 intermediate ESL students, and 14 advanced ESL students.

The middle school counselor provided information for initial placement in the high school ESL program. Otherwise, the school registrar determined the language proficiency of students with no middle school records. Students were assigned to the teacher and grouped for instruction based on language proficiency.

At Scarborough there were four grade level counselors. Therefore, students had four different counselors during their four years in school. Counselors were responsible for scheduling and tracking credits. The teacher also counseled students to provide continuity.

The Dean of Instruction coordinates the ESL curriculum with the regular school program. One class, Ballet Folklorico, was taught in Spanish, and students received credit in either physical education, fine art, or elective.

Beginning and intermediate ESL students attended classes in English language development and ESL reading improvement. Advanced, and transitional ESL students attended classes in Spanish for native speakers, with vocabulary development in English.

Instructional materials and resources used by the school included: Santillana ESL System, Bridge to Communication; the Instructional Materials Resource Center; computer assisted instruction for TAAS reading and writing, with classes going to the CAI lab every Tuesday; and McDougal-Littell Literature in Language.

Anderson Elementary School (Southwest District). The ESL program at Anderson Elementary School served grades PK-5, with 9 teachers and 195 students. There were 95 beginning ESL students, 60 intermediate ESL students, and 40 advanced ESL students.

Students were assigned to teachers based on their grade level. Whole group instruction was used for bilingual education; during ESL time, students were grouped by language proficiency.

The counselor administered the California Achievement Test (CAT) to assess the academic achievement of LEP students. Beginning, intermediate, and advanced students took all subjects in bilingual education classes, plus a 45-minute ESL language arts block. Teachers use ESL methodologies in all classes.

Instructional materials and resources used by the school included: Addison-Wesley Elementary School ESL System (Grades 1-5); the Instructional Materials Resource Center; computer assisted instruction, with classes going to the regular CAI lab; and DLM (SRA) for PK-K. Instructional materials and resources were limited because most of the ESL students at Anderson

are Vietnamese, Cambodian, or from other southeast Asian country, while most of the resource materials are in Spanish or English.

Hogg Middle School (North Central District). The ESL program at Hogg Middle School spanned grades 6-8, with 8 teachers and 282 students. The program for pre-literate students served 10 students. There were 90 beginning ESL students, 75 intermediate ESL students, and 90 advanced students.

New students were tested, assessed, and placed in a level, then assigned to a teacher that teaches that level. Students were grouped for instruction based on language proficiency. Counselors interviewed students, ordered testing, and placed students in appropriate classes.

The instructional program focused on teaching the essential elements, and followed HISD guidelines for ESL reading, writing, and TAAS preparation. In addition, the school offered a program called Project for Accelerated Student Success (PASS), which featured an accelerated program allowing over-age, at-risk students to cover two years of work in one year before transferring to high school.

Pre-literate students were assigned to a bilingual, self-contained class. Beginning level students received sheltered oral language development and ESL reading, with sheltered and clustered instruction in all subject areas. Intermediate and advanced students were assigned ESL English, ESL reading, and all subject areas. Transitional students were clustered (mixed) with regular students.

Instructional materials and resources used by the school included Addison-Wesley ESL System: New Horizons, and subject area texts.

Burbank Middle School (North District). The ESL program at Burbank Middle School included grades 6-8, with 12 teachers and 480 students. The program for pre-literate students served 10 students. There were 60 beginning ESL students, 59 intermediate ESL students, with 43 advanced and 308 transitional students.

Students were assigned to teachers by grade level. Students were grouped for instruction based on language proficiency, except pre-literate and beginning students were grouped together. Counselors helped identify LEP students and assigned students to classes. One counselor was on the LPAC.

The instructional program focused on the Texas essential elements and TAAS objectives. Transitional students followed the HISD curriculum, with teachers using ESL methodologies. Advanced students focused on essential elements. Pre-literate, beginning and intermediate students participated in the bilingual cluster. They studied math, science, social studies, ESL reading, and Spanish language arts. Beginning and intermediate students learned the essential elements in Spanish. Bilingual teachers and ESL teachers planned for instruction with the regular teachers, and they helped prepare students for TAAS tests.

Instructional materials and resources used by the school included the Riverside Oral Language Transition Program, System 3 (Grades 6-8); Santillana ESL System, Bridge to Communication (Middle School Version); computer assisted instruction (CAI) programs including, Bilingual Writer, English Express (ESL all levels), Computer Literacy, Rosetta Stone (includes translation in several different languages; a video program for ESL called Fast Forwarding English (Level One) which includes videos and workbooks.

Austin High School (East District). The ESL program at Austin School included grades 9-12, with 11 teachers and 648 students. The program for pre-literate students served 7 students. There were approximately 115 beginning ESL students, 115 intermediate ESL students, with 115 advanced and 296 transitional students.

Students were assigned to teachers based on recommendations of the former school or the Language Proficiency Assessment Committee (LPAC). Grade levels were mixed. Whole class instruction was provided for students grouped by language proficiency level. Counselors helped determine language proficiency level using the LAS and the LPAC.

HISD curriculum guides provided scope and sequence for essential elements. Students attended classes in physical education, art, ESL biology, ESL physical science, ESL algebra, ESL history for intermediate students, and Spanish for native speakers.

Course offerings for pre-literate students included four 50-minute periods for grammar, math, reading, vocabulary and oral development. Beginning, intermediate, and advanced students attended a block class (two consecutive periods with the same teacher) for ESL and reading development. Transitional students attended one 50-minute class and four transitional classes, by grade level, taught by the English department.

Instructional materials and resources used by the school included the Santillana ESL System, Bridge to Communication (Middle School Version); computer assisted instruction (CAI) lab, and other resources ordered from various publishers.

Lanier Middle School (Central District). The ESL program at Lanier Middle School served 150 students in grades 6-8. One student was considered pre-literate. There were 45 beginning ESL students, 50 intermediate ESL students, and 53 advanced students.

Students were assigned to teachers by grade level and language proficiency. Classes were self-contained except for electives. Students were grouped for instruction based on language proficiency. There was one counselor per grade level. The counselor was a member of the LPAC committee. The counselor helped with student placement and scheduling.

The instructional program focused on TAAS objectives. The instructional program for each student depended on readiness for TAAS, achieving TAAS objectives, and passing the TAAS test. Students used the textbook for the regular program.

Teachers teach five classes (self-contained) plus one extra class, every other day. Classes are in 90 minute blocks, with a three hour block for ESL or ESL reading. Pre-literate, beginning, and intermediate students take ESL and ESL reading. Advanced/ transitional students take ESL, English, and content classes.

Instructional materials and resources used by the school included the Addison-Wesley ESL System: New Horizons in English (old text) and Turning Points, Level 1 (new text); Instructional Materials Resource Center: Coast to Coast (Longman).